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ABSTRACT

The handbook for the Culver City (California) Spanish Immersion Program and the Advocates for Language Learning (ALL) describes the program and organization. ALL is a nonprofit association of parents, teachers, and other individuals interested in promoting and enhancing the study of second languages. The organization's goals and local and national activities are described, including a fifth- and sixth-grade student exchange program in Mexico. The Culver City Spanish Immersion program is an elementary school program based in one school. A description provides information on program goals; enrollment; location; transportation; child care options; extracurricular activities; opportunities for observation; instruction and curriculum at each grade level; student evaluation and progress reporting; discipline policy; and the immersion program community, including staff, parents, and ALL. Two essays on immersion are presented, one answering questions about immersion education frequently asked by parents, and the other outlining the fifth and sixth grade student exchange program and the annual ALL convention. An ALL membership application form is appended. (MSE)

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THE CULVER CITY SPANISH IMMERSION PROGRAM

AND

ADVOCATES FOR LANGUAGE LEARNING

HANDBOOK

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Prepared by
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August 1989

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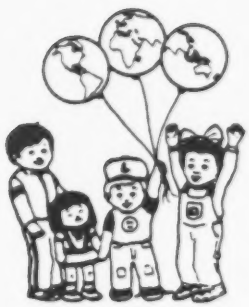
THE CULVER CITY

SPANISH IMMERSION PROGRAM

AND

ADVOCATES FOR LANGUAGE LEARNING

HANDBOOK



Prepared by

Advocates for Language Learning

in Cooperation with

The Culver City Unified School District

August 1989

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I. ADVOCATES FOR LANGUAGE LEARNING

Who We are, What We Do

Advocates for Language Learning (ALL) is a nonprofit association of parents, teachers, and other individuals interested in promoting and enhancing the study of second languages. In addition, the Culver City Chapter of ALL, of which we hope all parents and interested individuals will become active members, directly supports the Culver City Spanish Immersion Program (SIP). It is the "PTA" of SIP. Since there are no supplementary funds allotted by the district for the SIP, ALL is the main source of ancillary support. It is our intent that the extra time, energy and resources given by members of ALL to the program will help to make it exemplary. An excellent program in turn will benefit our children's education and the community at large.

The Culver City Chapter of ALL works to promote second language acquisition and to support the Culver City SIP through the following activities:

- The ALL/SIP Information Telephone Line: 397-2448.
- The Adjunct Program.
- A month-long exchange program with Guadalajara, Mexico for fifth and sixth grade students.
- Educational meetings for parents.
- Informational meetings for parents of pre-schoolers.
- Liaison activities between parents and the school.
- Language scholarships and awards for graduating CC High School seniors.
- Maintenance of resource materials on immersion (available for check-out from the El Rincon Library).
- Teacher, parent and administrator participation in the National ALL Conference.
- Purchasing classroom support materials.
- A monthly newsletter.

- SIP needs assessment.
- Participation in the SIP Advisory Council.
- The SIP/ALL Handbook.
- A private SIP Pre-kindergarten through 3rd grade summer school.

All of these activities are organized through the active involvement of SIP parents. Funding these activities is accomplished through direct donations (i.e. the Adjunct Program) and fund-raisers such as the annual puppet show and Fall and Spring garage sales. In the future we would like to increase our support by sponsoring one "block-buster" fund-raiser.

Meetings

ALL holds open monthly meetings. Meetings are scheduled for the 2nd Tuesday (unless the date conflicts with the school calendar) beginning at 7:30 p.m. Meetings are held on a rotational basis at member's homes. Call the Information Line (397-2448) or Kathy Matheny (390-9352) for confirmation of exact dates and meeting locations.

Culver City 1989-90 ALL Officers

Executive Board

President: Kathy Matheny 390-9352

President Elect:

Vice President (Fund-raising): Stu Nemiroff 390-7825

Secretary: Emma Moore-Kochlacs 390-4859

Corresponding Secretary: Iris Takashima 398-9558

Treasurer: Flor Balkman 839-1162

Historian: Barbara Honig 839-9793

Committees:

Advisory Board Representative: Judy Bauer 838-8222

Student Exchange Program: Dorothy Rubenstein/_____ 558-8048

Parent Education: Shirley Ledesman 391-0895

Adjunct Program: Ann Cohen/Renee Meshul 202-8859/204-3497

Newsletter: Cindi Gutenplan 836-1609

Room Representative (telephone): Robbie Trombetta 391-6216

Faculty Representative: Irma Wright 837-3587

Library Liaison: Demaris Martinez 390-5753

Membership Drive: _____

Hospitality: _____

Handbook: _____

II. THE CULVER CITY SPANISH IMMERSION PROGRAM

Overview

The Culver City Spanish Immersion Program (SIP) provides English speaking students with the opportunity to develop the abilities to understand, speak, read and write Spanish on a level approximating native Spanish speaking students through participation in a supportive school setting conducted in Spanish. In this program, students study almost all regular elementary school subject matter in Spanish while developing English language competencies through a part-time English reading/language arts curriculum. Research has demonstrated that students in this program acquire good Spanish communication skills while maintaining English skills on a par or better than peers who follow an English-only curriculum.

The Culver City program was modeled after Canadian French Immersion programs, and is the oldest second language immersion program to be established in a public school in the United States. It was established in September 1971 with one kindergarten class and now has been expanded through the fifth grade. At the Middle School immersion students may continue their Spanish language studies with an elective Spanish language class for immersion students.

Goals

Through participation in the K-8 Culver City Spanish Immersion Program students will be able to:

1. Communicate (understand, speak, read and write) in Spanish with ability approximating that of native Spanish speaking students.

2. Perform in English language arts as well as or better than their monolingual peers.

3. Achieve skills and knowledge in all subject areas equal to or greater than their monolingual peers.

4. Acquire an understanding, knowledge and appreciation of other cultures.

Enrollment

Enrollment is open to any child whose home language is English and is eligible to attend Culver City Public Schools. Pupils are admitted on a first-registered, first enrolled, modified lottery system. In other words, if more individuals register for the program than spaces are available, then all students who register on the first day of kindergarten registration will be selected for the program through a lottery system. Siblings of students already participating in the program have priority over new registrants. Additionally, students who were accepted into SIP the previous year, but attended Preppy Kindergarten, automatically have priority over new registrants. No attempt is made to pre-select or screen children on the basis of IQ or other factors.

Students who register after the first day of kindergarten registration will be admitted on a first registered, first admitted basis as space permits. A waiting list is maintained as necessary.

District Kindergarten registration usually commences the first Monday in May, but call the District office (839-4361), or a local elementary school to confirm this date. Notification of acceptance to the program is usually sent by July 1st.

Students usually enter the immersion program at kindergarten. However, English speaking students may be accepted through grade 3 if space is available. Spanish speaking bilingual students are eligible to join the program in grades 2 through 8 as space is available. Call El Rincon School, 839-5285, for more specific information.

Location

The SIP is located at El Rincon Elementary School, 11177 Overland, Culver City, CA 90230. The El Rincon SIP shares the school site with a CCUSD English-only program. Immersion classes at the Middle School (grades 6-8), 4034 Irving Place, Culver City, CA 90232, are taken as electives.

Transportation

Bus transportation is available from each neighborhood school to El Rincon on a space available contingency basis. Check with the school office at the beginning of the school year or upon registration for schedules and availability.

Child Care

Before and after school care is available for students through the district and the YMCA at the El Rincon and Middle School campuses on a space available basis. Be sure to ask for child care options when registering.

Extracurricular Activities

Students in the SIP may participate fully in all school activities such as speech therapy, GATE, instrumental music, chorus or student council. Participation in SIP is merely an additional educational opportunity available to Culver City students. It does not preclude participation in any other school activities.

Observing

Visitors to the program are welcomed and visits prior to enrollment are encouraged. Call the School office to schedule a mutually convenient time (El Rincon, 839-5285; the Middle School, 839-4361).

Instruction and Curriculum

The subjects studied in the Spanish Immersion Program are the same as those studied in all other Culver City elementary schools with the exception that most of those subjects are taught in Spanish. Audiovisual aids, manipulatives, pictures, flannel boards, music, mime and drama are some of the techniques used extensively throughout the program to communicate ideas to students developing Spanish language skills.

Students in the Spanish Immersion Program begin kindergarten and continue through 5th grade studying reading, language arts, mathematics, science, social studies, art and music in Spanish. Depending upon individual classrooms, physical education, computer science and library skills may be taught in English or Spanish. English reading and English language arts instruction are begun in second grade and are continued throughout the program.

At the Middle School, students may continue the Spanish Immersion Program as a one-period elective. All other instruction at the Middle School is conducted in English.

Kindergarten (8:45 - 12:05)

From the first day of kindergarten, students (and parents who visit the classroom) receive all communication and instruction in Spanish.

Although the children may use English, the teacher speaks only Spanish (unless an emergency arises.) In fact, many students don't realize until second grade that their teachers even speak English.

The curriculum covers typical kindergarten concepts such as math, language and social skills. In addition it develops Spanish vocabulary and listening comprehension. At the end of kindergarten, students usually have acquired an extensive Spanish listening vocabulary and the ability to express themselves using short expressions and sentences in Spanish.

First Grade (8:45 - 1:55)

As the students progress into the full-day first grade program, a strong Spanish language environment is continued within which students learn to read in Spanish. Throughout first grade, SIP students continue to receive all instruction in Spanish (language arts, mathematics, science, social studies, health and reading). Although students may receive some instruction in English (through specialist teachers of art, computer science or physical education) almost all of the day is spent immersed in Spanish.

While English reading and language arts are not introduced through the curriculum until second grade, parents should not be concerned about this departure from "the norm." Many children enter the program with English pre-reading and reading skills which they will want to continue to exercise. Encourage them. Many children will also attempt to apply the skills they are learning in Spanish reading to English reading. Encourage them.

Parents can also support any natural interest their child may have in English Reading. Continue home reading activities such as oral reading and library visits. Continue family outings to places of interest and continue to discuss television programs with your child. Model reading in your home by reading. All of these types of activities, of course, help to build a strong foundation for reading in any language.

First grade can be a difficult transition time for parents with children in the program because many of the child's peers may be reading quite fluently in English. The temptation to compare is great ... don't! SIP children are learning "how to read" and the skills are easily transferred to English when the children begin English reading in second grade. Remember, they will perform as well as or better in English than their monolingual peers. Be patient and supportive. It is well worth the wait.

Second and Third Grades (8:45 - 3:05)

At the second grade and third grade levels, English reading and language arts are introduced for a period of approximately 60 minutes

per day. The normal primary school day has been extended to include this additional instructional time. All other content instruction and classroom communication continue in Spanish.

Fourth and Fifth Grades (8:45 - 3:05)

At the fourth and fifth grade levels, English instruction time constitutes approximately 35% of the day while Spanish instruction constitutes 65% of the day. All classroom communication continues in Spanish.

Student Evaluation and Progress Reporting

Immersion students participate in all applicable CCUSD standardized testing programs. In addition immersion students are evaluated on their second language acquisition. Pupils progress reports are issued three time each year and parent conferences are scheduled once during the year and as needed.

School Discipline Policy

The SIP follows the Assertive Discipline Program endorsed by the CCUSD as outlined in the PTA School Handbook.

The Immersion Community

Instructional Staff

Immersion program classroom teachers must meet all qualifications required of staff in the district's regular elementary program. In addition, teachers selected for the immersion program must be able to demonstrate native or near native proficiency in Spanish and be committed to the concept of an immersion approach to foreign language education.

When situations arise that necessitate absence by the immersion teacher, an effort is made to provide a qualified Spanish speaking substitute who is familiar with and understands the immersion program. Widely fluctuating demands for Spanish speaking substitutes, and the fact that most generally work for several districts prevent the district from guaranteeing that a Spanish speaking substitute will always be available. As a result, substitutes are usually non-Spanish speaking.

Administrative Support

Administrative support and supervision is provided by the on-site elementary principal, Dr. Dennis Fox, and Middle School principal, Dr. Bruce Farr. Additional assistance for implementation of the program is provided by the district's Director of Staff and Program Development, Dr. Vera Jashini, Assistant Superintendent in charge of Educational Services. There is at this time no SIP coordinator.

SIP Advisory Council

A SIP advisory committee composed of SIP staff, parent representatives, administrators and board members was established in 1989.

The purposes of the Committee are to:

1. Advocate the implementation of the Spanish Immersion Program throughout the grade levels.

2. Maintain an "outreach program" for collecting and disseminating information.

3. Address the concerns of interested persons and groups.

4. Monitor and assess the effectiveness of the Spanish Immersion Program and provide recommendations.

5. Facilitate articulation and communication throughout the program throughout the grade levels.

6. Promote coordination between bilingual and Spanish Immersion Programs.

The committee meets approximately once a month. Parent representatives are appointed by each principal. If your are interested in serving on the committee, see your school principal. All Advisory meeting are open to the community and are held at the District Office Board Room. Anyone who has any interest in the program is strongly urged to attend. For specific times and dates of the meeting call the District Office at 839-4361.

Adjunct Program

SIP parents and teachers have long identified the need for more native speaking language models in the classroom to assist with language acquisition. (See results of 1987-88 SIP Needs Assessment.) Beginning in 1989, ALL addressed that need by organizing, with the cooperation of the school district, a Spanish speaking adjunct program for each of the five

elementary classrooms. Prior to this time, each classroom had only one Spanish model - the teacher.

Through direct donations to the adjunct program from SIP parents and supporters, ALL has been able to provide 50 hours per week of native speaking adult classroom assistance. As a result SIP students have increased their opportunity to practice and interact with Spanish individually and in small groups. It has provided them with the opportunity to hear a variety of accents, learn a greater range of vocabulary, and listen to and participate in conversations with native speakers. The goal of the program is that these more realistic and natural language settings help to increase student learning.

The projected budget to continue this program is based on a $150.00 donation to the Adjunct program per year per child. Since the program is totally supported through donations and totally organized through volunteers, ALL hopes you will give generously of both. All contributions are confidential and tax deductible. They can be made on a yearly or monthly basis. Payment booklets are available. ALL hopes that every family will contribute in some way according to its ability and conscience. Each donation, large or small, benefits every child in the program.

It is also ALL's goal to expand the adjunct program in the future to provide assistance to the Middle School and to provide outside Spanish enrichment activities to the program. Hispanic theater, art, regional cooking, archaeology, science, social studies, and travel activities are among the possibilities for exploration. The district does not financially supplement the SIP, so if the program has special demands, it is up to us to meet those demands in order to make the program successful and exemplary. ALL hopes you will give generously to our children's heritage.

*** ALL/SIP ADJUNCT PROGRAM ***

___ I/We Will Donate

$10___ $20___ $30___ $40___ $50___ $60___ per month

for ten months (Total $_____) to the ALL/SIP Adjunct Program.

Please send me/us a payment booklet.

___ Enclosed is my/our donation of $_____ for the current school year to the ALL/SIP Adjunct Program.

Name _____

Address _____ Zip _____

Telephone _____

Tear off this form and mail to: ALL
P.O. Box 4964
Culver City, CA 90231

Parent Involvement

Experience has shown that parent involvement is an important aspect of successful programs. In Culver City parents have many opportunities to become actively involved. First and foremost, parents are encouraged to actively participate in ALL and PTA. Both organizations support numerous projects which directly benefit students.

In addition, the Culver City Education Foundation, mainly through its annual gala, Nibbles and Bids, raises funds used to support the district art and music programs. Opportunities are also available to serve on the School Cite Council of both the elementary and middle schools and the District Spanish Immersion Program Advisory Council. Participation in parent orientation and educational meeting is also an important part of increasing understanding of immersion education. The nature of the program necessitates "visible involvement" on the part of all parents and there are opportunities to fit every personality and time framework. The next section provides a collection of the many projects in which ALL and SIP involved. Please join in the fun.

* ALL/SIP Opportunities

Information Line: Questions about ALL or SIP? Call the ALL Information line: 397-2448

Garage Sales: Bi-Annual. Spring & Fall. Save your stuff and give it to ALL.

Puppet Show: Annual fund-raising event for the entire family. Watch for it in January!

Fiesta La Ballona: ALL fund-raiser and information booth at this May event!

Fall Welcome: Orientation for new and continuing SIP parents.

Parent Education: Meetings and events organized to inform and update parents about Spanish Immersion.

Resources: Want to learn more about immersion and second language learning? There are resources available for check-out from the El Rincon Library.

Needs Assessment: ALL conducted the first SIP Needs Assessment in 1987-88. Will we do it again?

Newsletter: Monthly publication which keeps you updated on SIP and ALL activities. Look for it!!

Kindergarten Recruitment: Orientation and informational meetings during the school year for parents considering the SIP.

ALL/SIP Handbook: Information galore about ALL, the Culver City SIP and immersion education. Reading is a must!!

The Adjunct Program: ALL sponsored and parent funded classroom language assistant program.

Exchange Program: 5th and 6th grade opportunity to study in Guadalajara, Mexico.

Spanish Tapings: Be a star! Record stories in Spanish on audio cassettes. Tapes and books are then available for student checkout. We're building a Spanish library.

Fiesta Musical: Students perform songs, dances and pays at this annual Spring extravaganza. Don't miss it!!

CCUSD SIP Advisory Council: Opportunities for parents, teachers, and administrators to brainstorm and advise.

High School Scholarship and Award: Presented annually to CC high school seniors who have demonstrated outstanding performance in a second language or are planning to pursue language studies.

Classroom Volunteers: Teachers are always looking for assistance... cutting, correcting, cleaning, computing, careers. You name it, they need it. Don't be shy. (And P.S. You don't have to speak Spanish.)

A Block Buster Fund-raiser: Still needed. Any ideas?

National ALL Conference: Annual (October) national conference for parents, teachers, administrators and educators interested in expanding their knowledge about immersion and second language studies. ALL always helps to send CC SIP teachers.

Summer School: Sra. Wright (SIP teacher) annually organizes a private Pre K through 3, 6 week summer session for SIP students. Reading, math arts, crafts and more. See Irma Wright for more information.

Family Outings: ALL would like to organize family field trips to local multi-cultural events such as Chinese New Year and Cinco de Mayo celebrations. Any ideas?

Teacher Recognition: Help show our appreciation for our great staff!!

Corporate Sponsorship: A long range goal is to gain corporate sponsorship for ALL and SIP with the possibility of establishing an endowment. Any ideas?

Other: ALL is always open to new energy and ideas for improving our program. Help support our program and our children. Get involved.

III. BEYOND THE CULVER CITY PROGRAM

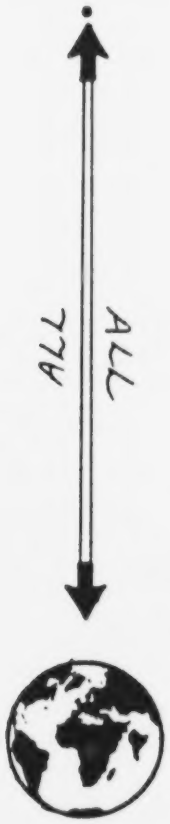
ALL National

The ALL National Organization works to promote second language acquisition on state, national and international levels. It helps to maintain a communication network among the great variety of immersion programs now in existence and to support the emergence of new immersion programs.

It also works to influence legislation and attitudes about second language learning beyond the individual child and local classroom. It helps to inform and update all individuals interested in second language learning on immersion education through its activities and newsletter. ALL National works to support local programs by promoting a global understanding of language acquisition.

ALL NATIONAL
PROMOTING SECOND LANGUAGE LEARNING

EGOCENTRIC



1. Your Child
2. The Classroom
3. The School
4. The Program (K-12 --->)
5. Other Programs
6. Networking - Shared Group Interests/Spokespeople
7. Influencing Legislation, Policy Funding: School
   Local
   State
   Federal
8. Staffing: Sources of Teachers
   Teacher Education
   Teachers/Parents/Administrators/Aids
9. Research: Publications
   Universities/Colleges
   Experts
   Parents
10. National Conference
11. National Newsletter
12. Other...

GLOBAL

The ALL National Convention

In addition to supporting bilingualism on a national basis, ALL National organizes an annual national conference on immersion and second language acquisition. This is a major source of renewal and inspiration for immersion teachers, parents and educators. The local chapter of ALL works diligently to help send our teachers to this annual event.

The National Conference is held in the fall of each year and alternates between coasts. It consists of teacher symposiums, workshops, presentations, and school visitations. Some of the topics covered in past conferences were,

- Immersion and Bilingual Education: Friends, Foes or Foils? Exploring Content-Based Instruction in the FLES Classroom. ¡Viva el español! - a New Textbook Series.
- Administrator's Panel: The Future of Early Foreign Language.
- Two-way Immersion Programs: Benefits for ALL!
- Multi-Sensory Approach to Culture.
- Using Children's Literature to develop Second Language Abilities.
- Teaching Spanish Reading Without Basals.
- Cooperative Learning in Immersion Education.
- Parent Panel: Key Role of Parents in Foreign Language.
- Program Implementation and Planning.
- How We Initiated a Booming secondary school Program in Chinese - In a Public School - In the Midwest - In One Year.
- Literacy Across the Curriculum: Fingerprints to Physics.
- New Songs and games in Spanish (K-3) Innovative Materials for Foreign Language Programs.
- Immersion Today.
- Solving the Problems of Program Articulation (K-12).
- Successful Bilingualism: What Makes It Work.

The conference is open to any interested individual. Participation is a great way to expand awareness and understanding of your child's immersion education. Hope to see you there!

Fifth and Sixth Grade Student Exchange Program

Since 1984, the Culver City Chapter of Advocates for Language Learning, with the cooperation of the Culver City Unified School District and many teachers, has sponsored a student exchange program between Culver City SIP students and students from Guadalajara, Mexico. Since the program's inception, over 40 students from Culver City have studied in Guadalajara. Participation in the exchange program offers an excellent opportunity for students to expand their Spanish language skills as well as learn first hand about Mexican culture and family life.

During four weeks in September/October of each year a group of students from Culver City attend school at Colegio La Calma in Guadalajara and stay with Colegio La Calma host families. Each group is accompanied by two chaperones (Traditionally, responsible and willing parents). In turn, during four weeks in February/March of each year, a group of students from Colegio La Calma and two chaperones visit Culver City. The students and the chaperones are hosted by SIP families while the students attend school.

All expenses (student and chaperone travel and administrative costs) incurred by participation in the exchange program are equally divided among the student participants and paid by each participant's family. In the past, participation has cost approximately $300.00 per student. In addition, students usually take about $100.00 with them to cover excursions in Mexico and personal expenses.

For an SIP student to qualify for an invitation to participate in the exchange program s/he must:

1. Be in the fifth or sixth grade at the time of the exchange and not have previously participated.*
2. Demonstrate academic and personal responsibility.
3. Have parents who are members of ALL.
4. Host a Mexican child or chaperone. (If this is impossible, the student's parents must contribute to ALL activities in a <u>significant</u> manner.)
5. Write a 500 word essay explaining why s/he wants to participate in the exchange.
6. Participate with his/her parents in all exchange orientation meetings.
7. Have paid all monies due by the designated deadline.
8. Have completed all paperwork by the designated deadline.

* Priority is given to any student whose parent volunteers and is selected to participate as a chaperone.

IV. LEARNING MORE ABOUT IMMERSION

Part A: Questions Frequently Asked by Immersion Parents

An important key to the success of children in immersion programs is a positive attitude in the home toward the language and the program. Hopefully the information provided here will help enhance this success.

Is immersion the right choice?

One of the first questions often asked by parents is, "Is this the right choice for my child?" When trying to answer that question it is important to remember the opportunities that you are offering your child by exposing him or her to other languages and cultures. Through the immersion program you child will become bilingual and will be able to communicate freely with persons who speak the immersion language. Being bilingual will enhance your child's opportunities in the job market, and will also make it easier to learn yet a third language. Taking part in the immersion program will be an exciting and simulating experience for your child.

Does it matter if no one at home speaks the second language?

The program was designed for children of families who do not speak the second language. Teachers are aware of this when they send home notices or assign homework. Report cards are issued in English (and Spanish).

Will the immersion students learn the same thing as the students in the regular English program?

The curriculum in immersion programs is the same as the curriculum in English-only programs. Students receive the same instruction in the basic subjects: mathematics, reading, language arts, science, music, etc.

Is any English used in the immersion classroom?

Parents often ask if the teacher slips in a word or a sentence in English in the immersion classroom. On rare occasions, if a child needs to be comforted, this can be done in English by taking the child aside and speaking softly to him or her. It is extremely important that only the second language is used in the immersion classroom. Speaking English may help comprehension at

a particular moment, but in the long run it becomes a hindrance to learning the second language because the child may constantly feel a need to have a translation of everything said. If English is used in the classroom, the child will wait for the English and will not focus on the second language instructions being given by the teacher.

Are students in immersion programs screened?

In most immersion programs, there is no screening process. The only children not suited for immersion are those who have difficulty with auditory discrimination or auditory memory

Children who may have difficulty learning to read in English may have difficulty learning to read in the second language. It is generally the actual reading skills that these children have trouble with, not the language itself.

What will happen to children's skills in English?

Although there are certain lags in English language arts for the first few years of the program, children tend to make up these lags the first year that formal English instruction is introduced. By the end of the elementary grades, immersion students perform as well as or better than children in the regular program on standardized tests of measured English skills.

What about the first days in an immersion program?

For students beginning school in early immersion programs the only difference between the immersion class and the English-only class is that the teacher is constantly using the second language unless there is an emergency. The children are made to feel secure right from the start, and after a few days they do not focus on the fact that the teacher is not speaking English.

What about reading in English?

Your child will transfer reading skills to English automatically once they have been mastered in the second language. Do not attempt to formally teach your child to read in English. If a child is ready to read in English on his or her own, encourage this at home and deal with it in a relaxed and enjoyable manner.

How can parents help?

- Encourage your child by telling him/her how proud you are that he/she is learning a second language.

- When your child gets home, do not be upset if he or she does not feel like telling all about the day at school. Don't ask for an account of the day's activities. Children take the routines of school for granted and often are in need of a change of subject once they get home.

- Do not expect your child to start speaking the second language after the first few days, and do not try to force him or her to do so. Your child will start to use the second language on his or her own at his or her own individual pace.

- Do not feel discouraged if at the beginning, your child cries or seems nervous about this new experience. Your child will need some time to adjust to this new challenge. However, if this anxiety continues, it would be wise to discuss it with the teacher. By the beginning of October every child should be over the initial adjustment and be looking forward to school.

- Get to know your child's teacher either by phone or personal visits. Take the time to get involved in some of the class activities. The teacher will certainly appreciate your assistance and your interest in the class.

- Don't ask your child to translate. He or she will not understand this concept in the very early grades.

- Be supportive at all times of your child, the program, the teacher.

- Be actively involved in your child's school.

- Keep informed on immersion education.

- Encourage but do not force your child to speak the second language at home.

- Do not attempt to correct your child if you are uncertain of the correct expression or pronunciation. Give your child the benefit of the doubt.

- Don't give in to the temptation to compare your child's progress to that of neighbor children. No two teachers and no two students work at the same rate.

- Teach your child the songs and nursery rhymes that are part of his or her own heritage. Read stories to your child in English. English stories will not be heard at school in the beginning years of the immersion program.

- Take advantage of any opportunities to expose your child to the immersion language and culture outside the school setting.

- Let your child know that your are pleased with his/her progress.

- Join Advocates for Language Learning!

(This information is partially based on materials from Canadian Parents for French.)

Part B: The Immersion Approach: Principle and Practice

Prepared by: Helena Anderson Curtain (March 1984)

The immersion approach to second language instruction at the elementary level has received much attention recently because it holds the promise of achieving a goal which elementary second language programs have been unable to accomplish in the past -- functional proficiency in the second language. That is, the students who go through the entire sequence of an elementary immersion program are able to communicate in the second language on topics appropriate to their age level. In addition to the goal of functional proficiency in the second language, immersion programs have as a further goal, the mastery of subject content material which is taught through the second language.

The focus of this paper is the definition of what an immersion program is, and a description of how it functions. Included in this paper are the goals of immersion programs, and the various types of program options: early, middle, late, total and partial. Also included is a discussion about achievement in immersion programs and the advantages of early immersion over some of the other models. There is a discussion of immersion programs in the United States context with a special look at the Milwaukee context. Lastly, there is a brief discussion about the theoretical foundations of the immersion approach, with an attempt to establish some links between immersion and other kinds of approaches.

Definition of Immersion

Language immersion means a program in which the usual curriculum activities are conducted in a second language which is the medium of instruction rather than the object of instruction. An immersion program can begin at any level -- at the beginning of elementary school, in kindergarten or grade one (where it is called early immersion), or it can begin toward the end of elementary school in grades four or five (where it is called middle or delayed immersion). It can also begin somewhere at the secondary level, in middle school/junior high, or high school where it is called late immersion. There are variables in immersion programs as to the amount of time each day spent in the second language. In total immersion programs the second language is used for the entire school day during the first two or three years of the program. In partial immersion programs, instruction takes place in the second language for part (at least half) of the school day. Of all models and approaches to second language acquisition, the immersion approach, by the nature of its design, is able to very easily integrate language study into the pattern of the normal school curriculum.

The common goals of immersion programs may be stated as follows: (for example, Lambert and Tucker, 1972; Campbell, 1984; Swain, 1984).

1. Students will achieve functional proficiency in the second language.

2. Students will maintain and continue to develop skills in their first language.

3. Students will master subject content at their appropriate grade level.

4. Students will acquire an understanding and appreciation of another language and culture which will in no way detract from their appreciation of their home culture.

Establishment of Public School Immersion Programs

The idea of putting language learners in the environment where they must use the language is certainly not a new one. This is something which has happened throughout history. The first public school immersion program in recent times, began in 1965 with a kindergarten in St. Lambert in the province of Quebec. It was prompted by a group of English speaking parents who were concerned that traditional French programs were not sufficient to meet their children's needs for greater comprehension and fluency in French at a time when bilingualism in French and English had become an important necessity in Canada so that they are now offered in every province with approximately 100,000 students enrolled in French programs. Immersion programs have spread to the United States where, according to Rhodes and Schreibstein (1983), there are now about 5,000 students enrolled in French, German and Spanish programs.

Early Total Immersion: In the next section of this paper, the different program options that can be found within the immersion approach will be discussed. In early total immersion programs students begin their study of the second language in kindergarten or first grade. Early total immersion programs take advantage of children's language acquisition in a natural setting where the new language is the only means of communication. From the minute the children arrive at school in the morning, they hear only the second language from the teacher. All classroom conversation and instructions are in the second language. In this way the children acquire the second language in play and work situations that are related to meaningful communication. The emphasis is on the learning activity (reading, mathematics, social studies, art etc.) not the language.

Students enrolled in the program are monolingual English-speaking children. Teachers are native or near-native speakers of the second language. Since all of the students in an immersion class are monolingual, they begin on an equal footing with each other with regard to second language skills. The children tend to show little anxiety or frustration about learning in another language because the things they

learn are within their experience, and because every effort is made to put messages into a meaningful context. For example, they learn to speak and write about things they understand: in kindergarten a lesson on objects that sink and float, in first grade a trip to the fire station, in second grade a lesson on magnets, in sixth grade a lesson on Wisconsin History and so forth.

In the immersion classroom the students initially communicate with each other in English. They also use English to communicate with the teacher who will respond to them in the second language. This reduces anxiety and allows them a silent period where they can begin to build their comprehension. Within a year and a half to two years in the program, the students move rather automatically into speech production. When reading skills are introduced, it is done through the second language. This is markedly different from most bilingual education programs where reading is always introduced in the first language. After two or three years in a total immersion program, formal English Language arts is introduced for thirty minutes to an hour each day in the second or third grade. As the students progress through the middle grades, the amount of English is gradually increased until in grades five or six, there is a balance of both the second language and English. It is often the case that slight variations in program design occur depending upon the needs, desires and resources of an individual school district, but the basic concept, goals, and methodology of the immersion approach remain the same.

Early Partial Immersion Programs: The difference between early partial immersion programs and total immersion programs is that in early partial immersion only 50% of the instruction is in the second language. Students learn to read in both languages at the same time from first grade on. In partial immersion programs, the amount of second language instruction usually remains constant throughout the elementary school program. Some school administrators have opted for a partial rather than a total immersion program due to cost factors, scheduling factors, or the fear often held by parents, that students in total immersion programs would be lacking in native language skills.

Middle or Delayed Immersion Programs: In middle or delayed immersion programs, the use of the second language as a major medium of instruction is delayed until grades four or five. Students often have a traditional-type second language course in the primary grades before they enter the delayed immersion program. (Genesee, 1984)

Late Immersion Programs: Late immersion programs are those that begin anywhere at the end of elementary school or the beginning of middle school or high school. Many of the students entering late immersion programs have had previous traditional-type instruction in the second language. In many cases the students are taught a class in language arts in the second language along with at least two subject content areas. Genesse (1984) has defined late immersion programs as programs where at least half the school day is spent in the second language and in which at least two subject content areas are taught through the second language.

Immersion Program Results: Fear that students will not achieve well in the basics and will fall behind the traditional English-only classes has been the concern of teachers and administrators in both Canadian and American school districts. In research coming from immersion programs in Canada, study after study, and year after year, the positive effects of the immersion approach have been well-described and well-documented since the original St. Lambert study. (Lambert and Tucker, 1972). Students acquire remarkable proficiency in the second language as compared to students in traditional second language programs. They also show equal or superior performance to their monolingual English-speaking peers in measures of subject-content mastery in mathematics, science and social studies. It is interesting to note that the tests of cognitive abilities and subject content achievement were administered in English even though the students were being taught through the second language. Results from research show that immersion students "develop more friendly and open attitudes toward French-Canadians." (Lambert, 1984). Also discussed are other positive benefits of immersion and the effectiveness of immersion education for children with below average IQ or with language learning disabilities.

Effects on English Skills: Research results (Swain 1979, 1981, 1984) show that students in early immersion programs perform as well as or often out-perform, their English-educated peers on tests of achievement in English. Immersion students are initially behind in their English skills but catch up within a year after the English component is introduced into the curriculum. Students develop literacy skills in the second language, which are transferred to the first language. One exception to the initial poorer performance of the immersion students before the formal introduction of English is that they were found to be more sensitive to the needs of the listener in their oral communication skills. (Genesee, Lambert and Tucker, 1975)

Effects on Second Language Skills: Swain (1979) has described the effects of immersion programs on the second language skills of students:

> The results reveal consistently superior performance in French skills as compared to students who have had a traditional program of French instruction. The results also show that the immersion students score as well on French proficiency instruments as 30% of the native-speaking students. After six or seven years in an immersion program, student performance in the areas of listening and reading approaches native-like levels; whereas in the areas of speaking and writing, many differences between immersion and Francophone students still remain.

Even though the children in immersion programs develop a functional proficiency far beyond anything that can be accomplished in a traditional-type foreign language program, and become functionally bilingual and literate in two languages, their second language skills are not native-like with respect to all characteristics of vocabulary and grammar. Swain (1981) summarized the distinction: "This does not mean that the children were unable to say what they wanted to, but they used numerous strategies or techniques to say what they did not have the grammatical means to say."

Another look at the second language skills of children in early immersion programs comes from the Spanish program in Culver City, California. (Campbell, 1984)

> There appears to be a minimum of the kind of social pressure or the amount of overt correction by teachers that might motivate the students to modify their production toward the native-speaker norm. Apparently the Spanish immersion students typically reach a level of linguistic competence adequate for the next step toward native-like linguistic competence, but they are unlikely to do so until there are reasonable, powerful motives to do so.
>
> It must be reiterated, however, that, while the children's speech is typically accented, the children produce a very high percentage of linguistic forms required in any given utterance in adherence to the linguistic rules of Spanish. In fact, the students' degree of grammatical, that is, the correct selection of lexical and grammatical forms and the correct pronunciation in the production and comprehension of Spanish utterances, far exceeds the degree of ungrammaticality.

Some of the reasons to account for the difference between the speech of the immersion students and their native-speaking peers may be explained by the lack of interaction among immersion students and native speakers and the fact that the only native-speaker model that the students have available to them is their classroom teacher. Otherwise the only spoken second language they hear is that of their non-native-speaking classmates. This implies that further development of their second language skills is dependent on interaction with native speakers of the language, either in or out of school. If the immersion students were put in a situation where they were given a need to modify their language, these children should be able to move quickly and efficiently toward more native-like speech. Another point to consider is the amount of contact hours a native speaker would have with the language by the end of the sixth grade and the number of contact hours that are possible in an immersion program.

Effects on the Learning of Subject Content Material: Immersion students do very well in academic achievement in science, mathematics and social studies and have over the years, consistently demonstrated comparable or better performance than students who are taught in an English-only program (Swain, 1984)

Achievement in Immersion Programs as Related to IQ and Learning Disabilities: A view held by many is that immersion education is only for children of above average intelligence. If this were true, it would be expected that above average students would have higher scores in tests of second language proficiency than below average students, given the usual relationship between IQ and academic achievement. On tests of literacy related skills (Swain, 1975;

Genesee, 1976) the above average students found that above or below average IQ made no difference at all in their performance of interpersonal communication skills. The below average students understood as much spoken French as did the above average students, and they were rated as highly as the above average students on all measures of oral production.

These studies suggest that IQ does not play a more significant role in the success of a student in immersion that it does in the success of a student in the regular monolingual program. According to Swain (1975): "Thus, although there will be a difference in performance among students, the below average IQ students are not a any more of a disadvantage in an immersion program than they would be if they were in a regular English program, plus they have an equal opportunity of learning second language communicative skills."

Basically the same conclusion has been reached concerning children with language learning disabilities. It has been found that children with language learning disabilities who have followed the traditional French as a Second Language program, acquire little knowledge of French because the nature of the teaching method seems to exploit the areas where they have difficulty -- "memory work, repetition of language out of context; explicit teaching of abstract rules." (Bruck, 1978). Therefore, if language learning disabled children are to acquire a second language in school, immersion appears to be a much better context in which they can achieve this goal.

Differences between Partial and Total Immersion Programs: When looking at the differences between partial and total immersion programs, the results are somewhat as expected, the more contact hours that are involved, the better the second language proficiency of the students. In studies of French language skills (Swain, 1979) it has been found that partial immersion students do not perform as well as total immersion students of the same grade level, but they tend to perform as well as total immersion students in lower grade levels who have had similar amounts of contact time with French. In the learning of content materials, early partial immersion students tend to perform equivalently or not as well as their English educated peer groups.

One explanation for this may lie in Cummins' (1976) threshold hypothesis which states that learners must attain a "threshold" level in their second language in order to be able to benefit from instruction in that language. It is not known at this time, just what that threshold level is. This is certainly an area for further research.

Results From Late Immersion Programs: The outcomes from late immersion programs with respect to subject content mastery, maintenance of first language skills and development of second language skills are difficult to summarize because of the large variation in formats which are available. Swain (1979) states that if there is sufficient core French instruction prior to the program and if sufficient additional courses are taken in French following the program, high levels of French proficiency, with no loss to the mastery of content material or native language proficiency, can be attained.

Benefits of Early Immersion: One of the most obvious benefits of early immersion education is the long sequence of time which it allows for the student to achieve proficiency in the second language, and the fact that it prepares the student to survive communicatively in a native-speaking environment with the expectation that the student's speech will become more and more native-like. Early immersion makes bilingualism possible for the largest number of students because functional proficiency in the second language at that level is not necessarily tied to literacy skills.

Since early immersion develops proficiency in the second language very quickly, it is possible for the children to acquire the fluency needed to deal with subject content areas without any difficulty. This not the case in partial or late immersion programs where the level of vocabulary required in a subject content course may be beyond the language ability of the students. In early immersion, much less time is required than is required in partial immersion programs to develop the equivalent results of tests of achievement in English.

A final point in favor of early immersion programs which should not be discounted, is the apparent enthusiasm and aptitude which young children demonstrate for language learning. Swain (1979) characterizes this as "feelings of ease, comfort and naturalness in using the second language." In contrast, older students may have had experiences or formed negative attitudes that may jeopardize second language learning. (Genesse, 1984). Since early immersion programs are an integral part of the elementary school day, they do not compete with other activities for prominence.

United States Immersion Programs: As the research information from immersion programs was disseminated, immersion programs spread rapidly in Canada. Immersion programs have also been established in the United States, where a completely different set of realities regarding second language learning exists. United States immersion programs have been established for a variety of reasons, most of which center on a search for alternate approaches to successful second language teaching for young children.

The first United States immersion program was established in Spanish, in Culver City, California, with the help of the University of California, Los Angeles in the fall of 1971. Subsequently, programs were added in Montgomery County, Maryland; Cincinnati, Ohio; San Diego, California; Milwaukee, Wisconsin; Orem, Utah; Holliston, Massachusetts; Baton Rouge, Louisiana and Rochester, New York. Most programs are French and Spanish except for Milwaukee and Cincinnati which also have German programs. All of the programs are total immersion except for Cincinnati which has a partial immersion program. (For more information, see Rhodes and Schreibstein, 1983.) Immersion programs in the United States were established either as neighborhood schools with neighborhood school enrollment, or as magnet schools to aid in integration in large urban school districts.

In this paper, there are two examples of what the immersion experience in the United States has been -- Culver City, California and Milwaukee, Wisconsin. The results from the Culver City program are similar to those of the St. Lambert study. The English-speaking students acquire competence in understanding, speaking, reading, and writing in Spanish, while maintaining English language proficiency These students also perform on par with their English-speaking age group in content subjects such as mathematics and science. (Cohen, 1974)

In Milwaukee, the research results are similar to those of Culver City and those from Canada. The Milwaukee Public Schools began with a total immersion program in German in 1977 as part of the integration plan for the city. French was added in 1978 and Spanish in 1980.

The goals of the Milwaukee program are modeled on the goals of the St. Lambert experiment. They state that students who complete the immersion program kindergarten through grade 6 sequence will be able to:

1. Communicate (understand, speak, read and write) in the second language with ability approximating that of a pupil who is native to that language.

2. Perform in English language arts as well as or better than their monolingual peers.

3. Acquire a greater understanding, knowledge and appreciation of other cultures.

4. Achieve such proficiency in the second language and in English that they are able to pursue their studies with ease in both languages.

5. Achieve skills and knowledge in all subject areas equal to or greater than their monolingual peers.

Results from Milwaukee's standardized testing program utilizing the Metropolitan achievement Test and the Iowa Test of Basic Skills have been excellent over the last six years. The results are based on a student population that comes from diverse geographical and socio-economic backgrounds and that has a wide range of intellectual ability. Approximately 40 percent of the students are black, about 10 percent are Spanish surnamed, Native-American, and Asian students. The remaining 50 percent are white. These are no criteria for entrance into the immersion program except for parent interest. Students are randomly selected from extensive waiting lists. This is just a small example of test results which have been consistent over the years with the Canadian research results.

Test results show that Milwaukee's immersion students consistently score well above city-wide and national averages in standardized tests in English Language Arts and Mathematics. For example, in the 1981 grade 3 results from the German program, 100 percent of the pupils scored in the average to above average range on the Metropolitan Achievement Test for

Reading (in English) compared to 70 percent for Milwaukee Schools as a whole and 77 percent for norm groups throughout the United States. Similar results were found in mathematics test scores.

The following generalizations apply to the test results of immersion students in Milwaukee: 1) Students in the immersion program are achieving at or above ability level. 2) Students are performing much better than city-wide or national samples on English tests. 3) Student test scores are increasing grade by grade.

The Immersion Approach-Theoretical Foundations and Links to Other Approaches: The final thrust of this paper will be an attempt to tie in immersion methodology with some of the theoretical foundations to which it is linked. In this discussion it is important to remember that the immersion approach is based on the premise that second language learning is similar to first language learning and that people learn a second language in contexts where they are exposed to it in its natural form and where they are socially motivated to communicate. (Lambert, 1984). It is based on the belief that much language learning can occur during the non-language class in much the same way that first language acquisition occurs when children are communicating with others about non-language issues. (Genesee, 1984)

The Natural Approach and the immersion approach have the following factors in common: 1) Just as in the immersion approach, students are allowed to respond in their native language until they are comfortable enough to respond in the target language. 2) The instructor does not correct developmental errors during acquisition activities. In the immersion approach the focus is usually always on errors of fact and not errors of form. Errors of form are usually dealt with in an indirect manner. 3) In the Natural Approach the instructional activities take into account various factors such as, current target language proficiency, age and immediate linguistic needs of the class members. These factors must always be taken into consideration in the immersion classroom.

Terrell believes that the study of a foreign language should include both acquisition and learning activities. Formal language learning activities are not an important feature in the immersion approach and are delayed until the students reach an appropriate developmental level for such activities, just as is done with the monolingual English Language Arts curriculum.

Asher's Total Physical Response Approach (TPR) intersects with the immersion approach in that TPR demands that language be put in a meaningful context. This approach enables students to see the cause and effect relationship between language and human behavior, just as immersion students see on a daily basis in their regular classroom communication. In the immersion approach as in TYPR, comprehension proceeds production.

The immersion approach and the Lozanov method share the idea that an intensive exposure to a super-saturated learning environment is a key factor in language acquisition. Lozanov (1982) suggests that the most efficient language learning takes place only where the learner is

immersed in an environment to which he/she is actively receptive. This certainly takes place in the immersion classroom where the learner is dealing with the complex daily routine of the school environment.

In the Silent Way, just as in the immersion approach, students are offered linguistic situations which are meaningful and can be perceived. In the Counseling Learning approach, as in the immersion approach, alleviating anxiety about the language learning process and making language learning a more natural process is of prime concern.

It would not be difficult to carry this list even further in order to show other obvious relationships between immersion and other approaches. It must be remembered that the immersion approach, especially total immersion, has the advantage of an environment which can conceivably encompass an entire school day with all the myriad opportunities for real, context embedded, meaningful communication that can occur in such an environment.

In conclusion, it is important to note that while there exists a great variety in the types of immersion programs now functioning, and while there are still areas that need to be further investigated, it is apparent that the immersion concept in foreign language education is a sound one. Extensive studies have shown that children benefit from such an approach to second language acquisition, and do not suffer a loss of native language skill development. They not only become functionally proficient in a second language, but also develop average or above-average skills in their native language.

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WHAT DOES ALL DO?

LOCALLY

1. Promotes the goals of the ALL.
2. Assists parents, teachers, administrators and school board members to establish and maintain effective second language programs in their locality.
3. Provides special programs to enhance and expand and reinforce the school program which includes after school and summer activities.
4. Provides educational programs regarding second language programs for parents, teachers, administrators and community.
5. Establishes effective communication between the parents, teachers and school officials.
6. May assist the National Board in convening the National Conference.
7. May publish a local newsletter.

NATIONALLY

1. Promotes the goals of the organization.
2. Sets national policy, establishes the objectives of ALL, and coordinates national activities.
3. Maintains liason with government and other related organizations to further the goals of ALL.
4. Pursues funding for national projects.
5. Publishes a quarterly newsletter and other materials of interest.
6. Coordinates the annual Conference with the host local chapter.
7. Provides assistance to local ALL Chapters.

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ADVOCATES FOR LANGUAGE LEARNING

REASONS WHY ADVOCATES FOR LANGUAGE LEARNING MERITS YOUR MEMBERSHIP AND SUPPORT

ALL is an association of parents, educators, and other individuals interested in promoting and enhancing the study of second languages for children.

ALL is an information sharing resource for parents, educators, government bodies and the general public on educational opportunities in second language acquisition.

ALL's success depends on combined efforts and involvement of all those who feel that learning other languages should be a national priority.

BACKGROUND

Advocates for Language Learning (ALL) is a support group for second language learning modeled after Canadian Parents for French which was started in 1977. Canadian Parents for French has been a powerful promoter of second language instruction in Canada. Recognizing a similar need in the United States, ALL was founded in 1983 by Madeline Ehrlich, a parent from the Spanish Immersion Program in Culver City, California. A second chapter of ALL was founded in San Diego in the spring of 1985. Milwaukee parents formed the first midwest chapter of ALL in the summer of 1985.

GOALS OF ALL

To assist in ensuring that each child has the opportunity to acquire as great a knowledge of a second language and culture as he/she is willing and able to attain.

To promote the most effective types of second language programs.

To establish and maintain effective communication among interested parents and educational and governmental authorities who are responsible for the provision of language learning and acquisition opportunities.

MEMBERS OF ALL

As a member of ALL, one may have the opportunity to:

- Help children learn and acquire other languages and to utilize them outside the classroom.
- Expand our cultural horizons.
- Provide visible support for language learning and acquisition.
- Help to maintain and improve existing programs.
- Foster attitudes of understanding towards second language education.
- Have access to latest research and publications concerning language education.

All is a National Non-Profit Organization